

Bureau of Education in India

Pamphlet No. 35



REPORT OF THE COMMITTEE IN REGARD TO METHODS OF SELECTING PUPILS FOR HIGHER EDUCATION AND ADVISING THEM IN REGARD TO CAREERS

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PREFACE

At their Twelfth meeting held in Mysore in January, 1946, the Central Advisory Board of Education considered the Report of the Committee appointed to examine the question of the selection of pupils for higher stages of education and adopted the same with certain amendments. These amendments have been incorporated in the report appended.



Report of the Committee in regard to methods of selecting pupils for higher education and advising them in regard to careers

At their eleventh meeting held at Karachi in January 1945, the Central Advisory Board of Education considered the question of selection at appropriate ages for the higher stages of education and appointed a committee to examine the best ways and means of—

(a) selecting pupils or students for various forms and stages of higher education, and

(b) advising parents and pupils in regard to the choice of careers on leaving school. The Committee were asked to have due regard to the experimental work in both these connections which has already been carried out in this country and abroad.

2. The following were appointed members of the Committee:—

- (1) Lt.-Col. Sir Zia-ud-Din Ahmed, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.
- (2) W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.
- (3) Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
- (4) Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N. W. F. P.
- (5) Diwan Bahadur Sir A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.
- (6) Sri Prakasa, Esq., B.A., LL.B. (Cantab.), Bar-at-Law, M.L.A.
- (7) Sir B. N. Rau, C.I.E., B.A. (Cantab.), I.C.S. (Rtd.).
- (8) Mrs. Renuka Ray, B.Sc. (Lond.), M.L.A.
- (9) Dr. John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Government of India.
- (10) L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, C. P. and Berar.
- (11) S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.
- (12) W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

3. Subsequently, Sir Zia-ud-Din Ahmed and Mr. Sri Prakasa ceased to be members of the Committee on the dissolution of the Central Legislative Assembly and Sir B. N. Rau ceased to be a member on his resigning the Prime Ministership of Kashmir. These three members were however co-opted to the Committee by the Hon'ble Chairman of the Board who also appointed the following additional members:—

- (1) Rajkumari Amrit Kaur.
- (2) Prof. M. N. Saha, F.R.S.
- (3) Brigadier H. F. Vinden, Employment Selection Bureau, Home Department, Government of India.
- (4) Sir B. N. Rau was appointed as the Chairman of the Committee.

4. The Committee met in Committee Room 'B', Imperial Secretariat (North), New Delhi, on the 10th and 11th December 1945.

The following members were present:—

- (1) Sir B. N. Rau (Chairman)
- (2) Lt.-Col. Sir Zia-ud-Din Ahmed.

- (3) W. H. F. Armstrong, Esq.
- (4) Khan Bahadur Shah Alam Khan.
- (5) Dr. John Sargent.
- (6) L. G. D'Silva, Esq.
- (7) S. C. Tripathi, Esq.
- (8) Brigadier H. F. Vinden.
- (9) W. G. P. Wall, Esq.

The following members were unable to be present:—

- (1) Rajkumari Amrit Kaur.
- (2) Shamsul-Ulema Dr. U. M. Daudpota.
- (3) Diwan Bahadur Sir A. L. Mudaliar.
- (4) Sri Prakasa, Esq.
- (5) Mrs. Renuka Ray.
- (6) Prof. M. N. Saha.

Dr. D. M. Sen, Secretary, Central Advisory Board of Education, was Secretary of the Committee.

5. The agenda which the Committee considered and the papers circulated to the members are set out in the Annexures.

6. In opening the proceedings the Chairman expressed the opinion and the Committee agreed that the first four items of the agenda might be considered together, as they were closely inter-related. In regard to the general question of selection, which some critics of the Board's plan appear to regard as unnecessary or undesirable, the Committee feel it necessary to emphasise the fact that so long as the supply of places in institutions of higher education is less than the demand, as it is likely to be for very many years to come, the principle of selection will have to be applied in some form or other. The Board, in making their general recommendations for educational development in the country, did not at the time go into the question as to what the precise methods of selection should be. They gave merely as an illustration, a selective process which had been found to work with success in an area of England but they appointed the present Committee to go into the whole question with special reference to Indian conditions and to recommend a method or methods of selection which the education authorities concerned might find applicable to the needs of their areas.

7. The Committee felt it necessary to decide in the beginning the stage or stages of a pupil's career at which a break would be justified on educational grounds and selection could appropriately be made for admission to a higher or a different type of training. The Committee agreed with the conclusions already reached by the Board that the first selection of pupils for admission into different types of high schools should be made, at the end of the junior basic (primary) stage, *i.e.*, at about 11 *plus*. Recent researches suggest that in born abilities, *i.e.*, capacity as opposed to actual attainment, can be satisfactorily measured in the case of most children at this comparatively early stage, whereas acquired knowledge and skills cannot be accurately measured until later. Admittedly, for certain purposes, such as highly specialised courses of training the detailed study of an individual is likely to be more fruitful after certain definite traits have been acquired by him, but on the other hand if the potential abilities and aptitudes of an individual can be discovered early, the advantage of so doing is that it makes it possible to decide in advance what would be the most suitable medium for their development. In other words if selection at the end of the junior basic (primary) stage is feasible, the high schools of this country can be organised to offer the sort of courses both in type and standard, which will best suit the boys and girls who are admitted to them.

8. In recommending however a first selection at the age of about 11 plus, it is not intended that those who are not selected at the end of the Junior Basic (primary) stage should be altogether debarred from admission in to High Schools. The Committee endorse the view of the Board that facilities will have to be provided for the transfer of suitable children from the Senior Basic (Middle) to the High Schools at a later stage, particularly when they show definite signs of late development. It has been suggested that it might be desirable to test pupils in Senior Basic (Middle) schools every year at 12 plus, 13 plus and 14 plus with a view to selecting for admission to a High School the late developers or those who for some reasons or other were missed at 11 plus. The Committee, however, felt that though the principle was intrinsically sound, it might not be administratively practicable, especially where the numbers involved would be comparatively small and the difficulty of absorbing them into High Schools correspondingly great. It would, in the Committee's opinion, suffice if a further selective test was held at the end of the Senior Basic stage at 14 plus with a view to ensuring the transfer of those, who have developed at a comparatively late stage, to suitable high schools where special arrangements would have to be made for their reception, including special tuition in certain subjects. In fixing the stages at which selection would be appropriate, the Committee consider it pertinent to point out that there are times in the development of every child when he is 'ripe' for a further advance and when his growth may be helpfully stimulated by setting him more difficult tasks. To a minor extent of course, these occur during each school year and a 'class' is but a stage of preparation of the period for the next move forward. But there seem to be at least two distinct stages when a child needs the stimulus of an educational environment with a new orientation of his or her interests. It is generally agreed that one of these turning points occurs when the child is about eleven: this applies to all children whether they have ability to profit by high school education of some kind or whether their needs will be satisfied by a senior basic (middle) school course. The other comes at sixteen or seventeen when for the high school pupil the question arises of still further education or entering employment.

9. The Committee then proceeded to consider the main principles which should determine the selection of pupils at the stages referred to above. The Board have stressed the point that the selective process should aim at discovering *promise* rather than actual attainment with the ultimate object of ensuring to each child as good a preparation as possible for his subsequent life as an individual worker and citizen. It follows, therefore, that the career of each individual should be determined not so much by the economic resources or by the personal sacrifices of his parents, as by his own talents and traits of character subject to the use which he makes of his opportunities. Accordingly, the Board have sought to remove educational handicaps caused by limited family resources by making basic education and its allied services completely free and by providing at the higher stages such assistance in the matter of scholarships and maintenance allowances as may be considered necessary to ensure that no boy or girl of ability is debarred through poverty from continuing his or her education. It is, however, recognised that particularly in the earlier years such assistance, however liberal it may be, cannot by itself enable a child entirely to overcome the handicaps of a defective home and social environment and that special measures of another kind may be necessary.

10. Though educational considerations as well as the economic condition of the mass of the Indian population would warrant the main emphasis being laid on the *native abilities* of the child, attainment cannot entirely be ignored in view of the requirements of high school curricula. Unless a child has acquired a certain degree of knowledge at the end of his primary school career, he will not find it possible to follow the high school course, which is necessarily designed to start at a certain level. Suitability for high school, however, is a

relative term. In any efficient high school and at any particular time there is a standard of fitness which is fairly well defined but this standard is liable to variation within certain limits from time to time and from area to area. It would obviously be higher in areas where there are only a few High School places per thousand of the population than in areas where there is a larger provision.

11. Another factor which has to be taken into account as a principle of selection, though it is perhaps partly covered by the term "attainment", is the mental 'maturity' of the child, i.e., the combined result of physical growth, and of acquisition of knowledge and social experience. The standard of mental maturity is not easily measured either by school record or by an examination. * "A superior child may be able to reach at 10½ to 11 a standard of attainment equal to that expected from an average child at 11½ to 12. But if he is not psychologically mature enough for promotion, the change to the secondary course cannot bring about that exhilarating and stimulating attack on new problems which is expected; instead the child becomes discouraged by the difficulty of the new work and may develop a feeling of incapacity which will militate against progress for some considerable time. This immaturity may not be noticeable at once because there is usually an element of familiarity about some of the early work, but sooner or later it will reveal itself in reduced efficiency and the reasons are rarely understood either by parents or teachers."

12. After considering the main factors, to which due regard must be had in any selective process, the Committee turned to examine the essentials of an adequate technique for the purpose in view. The current methods of selection i.e., the traditional written examination set at the end of a course coupled with a personal interview by local inspectors in some cases were regarded as obviously inadequate both in the light of recent investigation and in relation to Indian educational conditions. The Committee first reviewed the procedure outlined in the Board's Report as follows:—

"The following selective process, which has proved successful elsewhere, may be worth trying in this country. Heads of Junior Basic (Primary) Schools should be asked in the first place to submit the names of those pupils in the appropriate age-group who in their opinion and on the strength of their school record would benefit by a high school education. The lists so submitted should be scrutinised by the Inspector or Inspectors of the area concerned with a view to seeing whether each school has recommended a reasonable number of candidates. Consultations should take place between Inspectors and Heads with the object of revising the lists where necessary. The candidates on the lists so revised should then undergo a common examination, which should not be too strenuous and should be designed to test intelligence and promise rather than actual attainment. This common examination should be controlled by a Board of Examiners specially constituted for the purpose. Parents whose children are not included in the original list of recommended candidates should have the right of requiring that their children should be tested at the common examination. This is only an outline of the kind of selective procedure which will be needed to obtain the right quality of pupils for the High Schools. It is fully realised that there are other methods and that in any case, modifications will be required to suit local conditions."

The Committee also had before them a summary of the procedure adopted by the Essex Education Committee for the selection of children for secondary education. This is in line to a substantial degree with the selective processes followed by other educational authorities in England. The Committee found themselves in general agreement with the main principles which were common to the various selective methods mentioned above. They were of the

* EA—Reconstruction in the Secondary School (University of London Press)

opinion that these principles were also valid for the system contemplated in the Board's report and may be adopted with such modifications as the special circumstances of different parts of this country may demand.

13. The general method of selection for High Schools, the adoption of which is recommended by the Committee, is set out below :—

(1) The Head Teachers of Primary Schools should in the first place submit the names of those pupils in the appropriate age group who in their opinion or on the strength of their school record are fit for high school education.

(2) The lists so submitted should be scrutinised by the Inspector or Inspectors of the area concerned, with a view to seeing whether each school has recommended a reasonable number of candidates. Consultations should take place between Inspectors and Heads with the object of revising the lists where necessary.

(3) The candidates on the lists so revised should then undergo a common examination in the mother tongue, arithmetic and general knowledge, which should not be too strenuous and should be designed to test intelligence and promise rather than actual attainment. The common examination should be controlled by a Board of Examiners specially constituted for the purpose. [This examination should take the form as early as practicable of (i) a general 'intelligence test' devised for and standardised in India, (ii) 'Standardised tests' of attainment in an Indian language, arithmetic and general knowledge to be evolved in Indian conditions]. Parents whose children are not included in the lists of candidates approved by the Inspector, should have the right of requiring that their children should be tested at the common examination.

(4) Approximately twice the number of children as there are available places should be selected on the result of the common examination after allowance has been made for age variations within the prescribed age limit.

(5) Of those selected under (4) the first 40 per cent. in order of merit should be regarded as "recommended" candidates, entitled to admission unless otherwise disqualified, the next 30 per cent. as qualified or borderline candidates from among whom any balance of places may be filled after an oral interview and the remaining 30 per cent. as reserves.

(6) Arrangements should be made to re-examine children whose examination performance did not live up to their school record or who through illness or other good reason were unable to sit for the common examination.

(7) Candidates should be given as wide a choice of school as possible.

14. In designing the form of school record, care should be taken to see that its purpose is borne in mind and that the information given should be relevant and definite and capable of being recorded in a convenient manner. Careful and systematic examination of this issue may have to be undertaken by a competent organisation with a view to standardising a suitable form for the schools of tomorrow. The following items of information are essential if the school record is to be useful in the selection of pupils for high schools :—

(i) The child's attainment in subjects, which will furnish evidence of further educational promise.

(ii) His intelligence quotient.

(iii) His personal qualities, as a guide to the type of higher education for which he is best suited.

(iv) Estimates of his physical development and health in so far as they affect his school life.

The cumulative record should be objective and based on suitably graded measures. Head Teachers should be specially trained to use measures designed for this purpose, standardised over a wide area and recorded in as universally

acceptable terms as practicable. Unless the necessary care is taken the cumulative record will not be worth the time and energy expended on it and schools are liable to be over-burdened with schedules, forms and statistics.

15. Important researches have been made during the last two decades in determining whether 'intelligence' tests alone, or in combination with other measures provide a sufficiently reliable basis for forecasting the prospects of a child's progress in the most advanced studies of the secondary stage. On the whole, these researches have shown that of all the different kinds of information it is possible to obtain before a child begins a high school course, the result of a good intelligence test is often the best single measure, but its prognosis is likely to be more accurate if it is supported by other measures, such as Attainment Tests or School Records. In the West, a standardised group intelligence test is regarded as an essential part of the selection processes. A practice sheet is supplied, there with each test booklet, so that each child has practice before attempting the real test. This is done partly to make the child familiar with the situation and partly to act as a "shock absorber". Reforms in the educational system now taking place in advanced countries suggest the abolition of the written examination and the substitution of intelligence and attainment tests in its place. The Committee recognised that a considerable leeway has to be made up before intelligence tests standardised in this country can altogether replace the 'common examination' recommended in this connection.

16. It is important to have an assessment of the personal qualities of each selected child from the Head Teacher. As Head Teachers learn to do their job, it is hoped that their estimates will provide a reliable basis of summing up the possibilities of a school child. The personal qualities, in general, are:—

- (i) Character and Disposition.
- (ii) Keenness and Industry.
- (iii) Health and Attendance.
- (iv) Parental attitude, so far as it is likely to affect progress in the High School.

The Head Teacher may classify each child as A (above average), B (average) and C (below average). A Head should not be required to draw up a list in order of merit based upon his assessments of the attainment of a child in school subjects.

17. As has already been recommended, the written test is to be so designed that each child receives a mark which measures his fitness. But the score of the child very largely depends on the kind of schooling he has previously received. Children taking the test may not have had the same kind of schooling, as conditions may not be alike in any two primary schools. Examination marks, therefore, would be of real prognostic value if due allowances are made for "school conditions". A small school with one or two teachers will have to be given "mark allowance" to compensate for the variation of school conditions. The other alternative is to use a measure of fitness from which effects of the school conditions have altogether been eliminated.

18. The problem of compensating children for differences in age must receive due consideration if the selective process is to ensure justice to all. Though children of about 11 *plus* on the average are expected to appear for the selection test, there, will be a difference of twelve months between the oldest and youngest, if only one year's age group is tested or twice as much if the age range is two years. Twelve months may mean a great advantage at this age whatever the form of the test unless there is compensation. This variation is likely to be still more considerable in India than in the West, particularly at the stage when full compulsion is in the process of being introduced. A study of the results of tests or examinations proves that the age variation has a definite effect on the attainment of the children and may account, other factors

being equal, for a difference of 15 to 18 per cent. in marks. Most educational authorities in England, therefore, grant the younger children a graduated percentage of marks and this bonus is commonly known as the "age allowance". The Committee recommend that "age allowance" must have its due place in the selective process to be adopted in India.

19. The Committee then proceeded to consider the main principles on which selection of students should be based for admission into higher professional and technical institutions. It was noted that in the usual course such institutions laid down their own standards of admission, in the majority of cases the standard being an all-round education *plus* proficiency in certain special subjects. It was hoped that educational authorities would in due course investigate the possibilities of applying modern techniques of selection at these higher stages with a view to ensuring the admission of students of the right calibre with requisite aptitudes. Opinion was general that higher educational institutions could with profit utilise aptitude and attainment tests, as and when they are standardised for Indian conditions.

20. Having considered generally the nature of the methods of selection, the Committee proceeded to examine ways and means of standardising such methods. It was recognised that at present there was no organisation which could undertake the task of devising and standardising the selective processes, such as intelligence, aptitude, attainment tests, etc. The Committee, however, were glad to note that the Government of India have recently established in the Home Department an Employment Selection Bureau, with a specialist staff and that this Bureau has been put in charge of Brigadier Vinden, formerly Director of the Selection of Military Personnel Directorate. This Directorate during the war had to select a large number of officers and men for various services and have gathered a considerable amount of most valuable experience. When members of the Board had the opportunity of seeing the Directorate at work at Dehra Dun in 1948, they felt that the experience gained should be made available in the field of educational and civil selection. Brigadier Vinden gave a brief account of his new organisation and the expert methods he has been able to employ for selection work in connection with certain categories of administrative appointments. The Committee felt that the Bureau provided the requisite foundation on which a suitable and adequate organisation could be built by the Government of India for conducting research in selective methods and standardising tests of various types. The Provincial representatives on the Committee were of opinion that the Central Government should take the lead and initiate investigations into the problems indicated above and standardise methods of testing, which could be adopted in different parts of India with such local variations as may be deemed necessary. The Committee also expressed the hope that the Central Bureau would afford sufficient scope for research, and training of such personnel as provincial authorities might require in connection with educational expansion in their areas. It was therefore urged that the Central Education Department should assist the new Bureau to develop its services bearing in mind the future needs of the country. If administrative requirements keep the present organisation fully occupied, it should be possible for the Education Department to build up within or in close co-operation with the Bureau an adequate organisation to serve the future educational authorities in the country. The Bureau, that the Committee had in mind should be able to undertake—

- (i) the formulation and standardisation of intelligence, aptitude and attainment tests,
- (ii) guidance to schools in the 'form' of their Cumulative Records,
- (iii) the training of personnel for administering tests advising about careers, etc.

21. The Committee then considered the special problem of the educationally backward communities. It was felt that in the transitional period, i.e., until

such time as equal educational opportunities become available for all sections of the populations, special provision would have to be made to ensure the admission of a reasonable number of children from those communities to high schools. They recommended that while some selection process as outlined above would have to be applied, it might have to be confined to filling such places as might be reserved for any community from among candidates belonging to that community. It was, however, recognised that the standard of admission could be relaxed only up to an extent consistent with maintaining the minimum standard required of a High School.

22. In considering item 10 of the agenda it was recalled that the Board have already recommended that Employment Bureau and vocational guidance should form an integral part of the future educational service. The Committee therefore concerned themselves with the question of ways and means of making suitable provision for vocational guidance in schools and colleges. If education is to prepare an individual both for life and for a congenial employment, vocational guidance should be regarded as the completion of the process of education which begins when the child enters school. Successful adjustment to life must always imply efficient vocational guidance. The School, to start with, must enlist the full co-operation of parent and child. It should, also, be possible to collect adequate and reliable information regarding pupils' mental and physical make-up. The school record, properly maintained, will provide evidence of developing abilities and acquired skill. The results of recent Vocational Guidance experiments suggest that the abilities involved in highly skilled activities are likely to be of late development and are measured with greater consistency at fourteen or so rather than at an earlier age. There are measures which are being employed in the West and which might, under suitable conditions, furnish helpful information. Among them may be mentioned:—

(1) A test of ability to deal with a practical situation (*cf.* Healy's Picture Completion Test II, 'Mazes' and other non-verbal tests).

(2) A test of ability to understand simple mechanism.

(3) A test of ability to recognise 'form relations'.

(4) A test of memory for shapes and designs.

(5) A test of colour discrimination. Specific vocational guidance will be required towards the end of the school career when the question of preparing and qualifying for occupations will arise. For most boys and girls the practical problem would be how to choose and to prepare for a suitable occupation. The advice of the School must be acceptable to the parent and the child. The choice to a larger extent would no doubt be determined by the record of the candidate his ambitions and parent's wishes.

23. The success of any scheme of vocational guidance would rest on—

(i) An adequate survey of the occupations available. Employment Bureaux would no doubt undertake the responsibility of such a survey in their own areas and of proper classification of jobs based on "special abilities."

(ii) A scientific statement of the basic abilities required for the successful performance of such jobs.

(iii) The provision in a school of suitable opportunities which will help to develop these abilities.

24. The Committee recommend the following steps in the way of providing suitable facilities in vocational guidance:—

(1) Senior Basic Schools, High Schools and Colleges should have on the staff a properly trained teacher who is competent to advise pupils in the choice of their careers. A 'career adviser' must be in close contact with employers. Though there may only be one such expert in a school, other teachers will be expected to be familiar with the problems of vocational guidance. This could

be ensured by incorporating principles of vocational guidance in the courses of Teachers' Training Colleges. Universities should in all cases establish their own Employment Bureaux.

(2) There should be Central and Provincial Bureaux where training and research work in Vocational Guidance could be undertaken. Until such organisations are set up, provision, as far as practicable, should be made in the Training Colleges.

(8) There should be provision in Schools for 'follow-up' and of 'after-care' of school leavers.

(4) Due assistance must also be given in regard to occupations in the rural areas.

(5) 'Career Masters' in co-operation with Employment Bureaux should also see that conditions of employment offered are suitable and try to effect such improvement as is practicable in consultation with employers and educational authorities.

25. The Committee expressed the hope that Educational Authorities would receive all possible assistance from the Employment Selection Bureau of the Central Government, in connection with the building up of a service of vocational guidance in schools and colleges. Valuable help may also be expected from the Labour Exchanges now in process of establishing but experience in other countries suggests that these should not be concerned with the placing of school leavers in employment.

26. The following is a summary of the general conclusions and recommendations of the Committee:—

(1) So long as the supply of places in institutions of higher education is less than the demand, as it is likely to be for many years to come, the principle of selection will have to be applied in some form or other.

(2) The first selection of pupils for admission into the different types of High Schools should be made at the end of the Junior Basic (Primary) stage, i.e., at about the age of 11 *plus*.

(3) A further selection test should be held at the end of the Senior Basic (Middle) stage at the age of 14 *plus* with a view to transferring to suitable high schools those pupils who have developed at a comparatively late stage and those who for some reason or other were missed at 11 *plus*. Such pupils will require special tuition in some subjects on transfer to the High Schools.

(4) The current methods of selection, i.e., the written examination, coupled with a personal interview by local Inspectors in some cases, are inadequate considered in the light of recent investigations and Indian educational conditions.

(5) The general method of selection for High Schools should be as set out in paragraph 18 of the report.

(6) The school record should give relevant and definite information, capable of being recorded in a convenient manner. Its standardisation and improvement may require careful and systematic examination by a competent organisation. But the form should include the following essential items of information:—

(i) Attainment in subjects, which will furnish evidence of further educational promise.

(ii) Intelligence Quotient.

(iii) Personal qualities as a guide to the type of higher education best suited to the pup.

(7) Head Teachers should be specially trained to use measures designed for this purpose.

(8) A considerable leeway has to be made up before intelligence tests standardised in this country can altogether replace the "common examination".

(9) It is important to have an assessment of the personal qualities of each selected candidate from the Head Teacher.

(10) In considering the marks which each pupil receives, due allowance has to be made for variations from school to school.

(11) A suitable "age allowance" is recommended for the younger children.

(12) The educational authorities should investigate the possibilities of applying modern technique of selection for admission into higher technical and professional institutions. Aptitude and attainment tests could be profitably utilized in this connection.

(13) The Committee consider that the Employment Selection Bureau established under the Home Department provides the suitable foundation on which an adequate organisation can be built for conducting research in selective methods and standardising tests of various types. This Central Bureau should be set up at an early date.

(14) The Central Bureau should afford sufficient scope for research and training of personnel with a view to meeting the requirements of Provincial and other educational authorities.

(15) Until equal educational opportunities are made available to all, in the selective process, special provision will have to be made to ensure the admission of a reasonable number of children from educationally backward sections of the population. The standard of admission should however be relaxed only to the extent consistent with maintaining the minimum standard required for High Schools.

(16) Facilities for vocational guidance should be provided on the lines recommended in paragraph 24 of the report.

ANNEXURE I

AGENDA

1. To consider the main principles on which selection of pupils should be made for admission into high schools; whether they should include native ability, attainments or any other factors.

2. To consider how far current methods of selection are adequate for determining such factors.

3. In the light of the decisions above, to consider an adequate technique for the purpose in view.

4. To consider the stage or stages of a pupil's career, at which such selection could appropriately be made.

5. To consider ways and means of conducting research into and standardisation of the technique proposed.

6. To consider the main principles on which selection of students should be made for admission into.

(i) Higher Technical Institutions;

(ii) Colleges for professional careers; and

(iii) Any other institution imparting advanced instruction.

7. To consider suitable technique of selection in regard to the above items (No. 6).

8. To consider ways and means of the development and standardisation of technique of selection for admission to higher educational institutions.

9. To examine if any special consideration is necessary in the selection of pupils from educationally backward communities or those who have so far been deprived of education.

10. To consider ways and means of making a suitable provision of Vocational Guidance in schools and colleges.

11. To consider any other relevant matter that may be raised with the concurrence of the Chairman.

ANNEXURE II

A BIBLIOGRAPHY ON SELECTION OF PUPILS OF VARIOUS FORMS AND STAGES OF HIGHER EDUCATION AND ADVISING PARENTS AND PUPILS IN REGARD TO THE CHOICE OF CAREERS.

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18. Vocational plan for the Reich Compulsory careers for school leavers, "Times Educational Supplement", 1st April 1944.
19. Vocational guidance report for Ayrshire, "Times Educational Supplement", 3rd June, 1944.
20. Vocational guidance and Selection need for a central clearing house, "Times Educational Supplement", 29th July, 1944.
21. Secondary education: problems of Selection, "Times Educational Supplement", 9th December, 1944.
22. Secondary Schools, "Times Educational Supplement", 9th December, 1944.
23. Selection at eleven plus "Times Educational Supplement", 24th March, 1944.
24. Present practice for admission to junior technical schools, "Times Educational Supplement", 21st July, 1944.
25. Selecting thirteen year olds: how one country has tackled the problem, "Schoolmaster", 8th June, 1944.
26. Selection for pre-apprenticeship, "Times Educational Supplement", 17th March, 1945.
27. Selection for Secondary Education, "Times Educational Supplement", 7th April, 1945.
28. Guided choice in post-primary education, "Journal of Education" February, 1943.

ANNEXURE III

EXTRACTS FROM THE HADOW REPORT ON PRIMARY SCHOOL (cf. ITEM 1 OF AGENDA)
(Not printed)

ANNEXURE IV

EXTRACT FROM THE REPORT ON POST-WAR EDUCATIONAL DEVELOPMENT IN INDIA
BY THE CENTRAL ADVISORY BOARD OF EDUCATION (cf. ITEM 4 OF AGENDA)
(Not printed)

ANNEXURE V

EXTRACT FROM THE REPORT ON POST-WAR EDUCATIONAL DEVELOPMENT IN INDIA
BY THE CENTRAL ADVISORY BOARD OF EDUCATION (cf. ITEM 4 OF AGENDA)

It has also been recommended that the transfer of children from the "basic" school to other forms of post-primary education should be provided for after the 5th class, i.e., at the conclusion of the Junior Basic (Primary) stage or about the age of eleven plus in order that children with special abilities and aptitudes may embark on a more prolonged course of further education than can be provided in Senior Basic (Middle) Schools, where the great majority will finish their full-time schooling.

ANNEXURE VI

EXTRACTS FROM THE MEMORANDUM BY EDUCATION, HEALTH AND LANDS DEPARTMENT IN REGARD TO THE REPORT PREPARED BY THE CENTRAL ADVISORY BOARD OF EDUCATION ON POST-WAR EDUCATIONAL DEVELOPMENT IN INDIA (cf. ITEM 9 OF THE AGENDA)

Fears have been expressed by the Vice-Chancellor of Annamalai University and by the Director of Public Instruction, Madras, that the application of the selective principle for higher education may result in unfairness to members of backward communities. The Department recognised that pending the complete establishment of a national system of Education which caters impartially for all, special measures may be necessary to safeguard these and other interests during the transitional period. This, however, will be a matter for the educational authorities concerned and there is nothing in the Report which precludes them from taking such measures as they may think necessary in this connection. There can be little doubt as to the validity of the selective principle itself. Boys and girls are born with different abilities and aptitudes and apart from any question of social justice, the public interest requires that those with the requisite capacity, in whatever class or community they may found, should be given the chance of further education in order that they may be equipped to serve the community to the best of their ability. The Department agree with the Board that if an early start is to be made and until the requisite supply of teachers is advisable, it will be inevitable that the responsible authorities should concentrate mainly on selected areas in the first instance.

There is of course no reason why areas should be of uniform size or restricted to the basis set out above. There may be excellent arguments in favour of making them much bigger in many places, and it will almost always be desirable to treat large towns and their suburbs as single administrative units. On the other hand, particularly in the earlier stages, when the rate of expansion is restricted by the number of teachers available, it will be easier with smaller units to meet the special claims of backward communities and to obviate the criticism that one geographical section of a Province or State is being favoured at the expense of the rest.

ANNEXURE VII

EXTRACT FROM THE REPORT OF THE CENTRAL ADVISORY BOARD OF EDUCATION ON
POST-WAR EDUCATIONAL DEVELOPMENT IN INDIA (cf. ITEM 10 OF AGENDA)

EMPLOYMENT BUREAUX

(Not printed)

ANNEXURE VIII

EXTRACT FROM THE NORWOOD REPORT ON CURRICULUM AND EXAMINATIONS IN
SECONDARY SCHOOLS.

AGE OF ENTRY UPON SECONDARY EDUCATION

(Not printed)

ANNEXURE IX

SUMMARY OF THE REPORT (1944) OF THE SPECIAL SUB-COMMITTEE APPOINTED BY
THE ESSEX EDUCATION COMMITTEE ON THE SELECTION OF CHILDREN FOR
SECONDARY EDUCATION.

(Not printed)

ANNEXURE X

(Not printed)



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LIST OF PUBLICATIONS OF THE BUREAU OF EDUCATION INDIA

Serial No.	Name of Publications	Year of publication
1	Report on Vocational Education in India (Delhi, the Punjab and the United Provinces) (E. H. L.--34)	1937
*2	Report of the Women's Education Committee on primary education of girls in India 1936	1937
*3	Report of the Women's Education Committee of Central Advisory Board of Education to consider curriculum of Girls' Primary Schools in India	1937
*4	Report of the Vernacular education committee of the Central Advisory Board of Education appointed to consider certain questions connected with the administration and control of Primary Education	1937
5	Report of the First Committee of Central Advisory Board of Education appointed to consider the Wardha Education Scheme (E.H.L. 40)	1938
6	Report of the 2nd Wardha Education Committee of the Central Advisory Board of Education (App. IV to 5th meeting proceedings)	1940
7	Report of the Adult Education Committee of the Central Advisory Board of Education, 1939 (E.H.L. 48) (App. III to 5th meeting proceedings)	1940
†8	Report of the Social Service and Public Administration Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E.C. 6)	1941
9	Report of the Joint Committee appointed by the Central Advisory Board of Health and Central Advisory Board of Education on the Medical Inspection of School Children	1941
10	Report of the Scientific Terminology Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E. C.5)	1941
11	Proceedings of the 6th Meeting of the Central Advisory Board of Education held at Madras on 11th and 12th January 1941 (E. C. 4 VI)	1941
12	Proceedings of the 7th Meeting of the Central Advisory Board of Education in India held at Hyderabad, Deccan, on 14th and 15th January 1942 (E.C. 4 VII)	1942
13	Report of the School Building Committee (E. C. 8)	1942
14	Report of the Uniform Braille Code Committee (E. C. 7)	1942
15	Report of the Examination Committee, 1942 (E. C. 12)	1942
16	Report of the Expert Committee on a Uniform Braille Code for India with the Braille charts printed in India Alphabets, 1942	1942
17	Proceedings of the 8th Meeting of the Central Advisory Board of Education held at Lucknow (E. C. 4 VIII)	1943
18	Report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, 1942 (E. C. 9)	1943
19	Report of the Committee of the Central Advisory Board of Education on the training, recruitment and conditions of service of teachers (E. C. 10)	1943
20	Report of the Committee of the Central Advisory Board of Education appointed to consider the question of the recruitment of the Education Officer, 1942, together with the decisions of the Board thereon (E. C. 11)	1943
21	Report of the Examination Committee	1943
22	Proceedings of the 9th and 10th Meetings of the Central Advisory Board of Education in India held in October 1943 and January 1944 respectively (E. C. 4 IX & X)	1944
23	Report of the Technical Education Committee, 1943 (E. C. 16)	...
24	Report of the Text Book Committee, 1943 (E. C. 15)	1944
25	Report of the Examination Committee (Technique of Examinations), 1943 (E. C. 17)	1944
26	Report of the Committee of Central Advisory Board of Education appointed to consider the question of training, recruitment and condition of service in universities, etc., together with the decisions of the Board thereon (E. C. 22)	1945
27	Report of the Central Advisory Board of Education on Post-War Educational Development in India, 1944 (E. C. 13)	1945

*Not published previously, but proposed to be included in future reprints

†Published by the Central Advisory Board of Health.



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